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ABSTRACT

The intent of this booklet is to provide practitioners and parents with (1) research findings related to three aspects of development important to all children--problem solving abilities, language development, and self-concept; (2) interpretations of these findings; and (3) activities for children appropriate to these findings. Bibliographies of the research studies used for each of the three developmental aspects are included and an attempt is made at the end of the booklet to answer 10 questions commonly asked by practitioners and parents working with children. (Author/MP)

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Research: Translating Findings into Action

Edith H. Grotberg, Ph.D.
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The intent of this booklet is to provide practitioners and parents with research findings, interpretations of these findings and appropriate activities the findings suggest.

The booklet is organized around three aspects of development important to all children: (1) problem solving abilities; (2) language development; and (3) self concept. Following these three aspects, the booklet attempts to answer 10 commonly asked questions by practitioners and parents working with children. At the end of each aspect and each question is a bibliography of studies which provide the research findings.

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A. Problem Solving

Findings	Interpretation	Activities
1. The more successful mothers were more specific in their teaching and relied on praise and encouragement rather than coercion.	1. Children are able to continue or alter their problem solving behavior based on feedback. The more specific this feedback, the better the child will learn the underlying rules and the better he or she will be able to perform the task.	1. Sit with and talk to children as they work with toys and materials Give children opportunities to tell why they've done things...they often have reasons which, while different from our ways of thinking, follow logical principles. Give children specific feedback on their activities. Don't limit your comments to "That's right" or "That's wrong". Tell them why they were correct or incorrect: e.g., These blocks are all squares...That's right, you put all the square blocks together This pile has buttons which are all red...the button in your hand is yello Can you find a red button to go on this pile? This puzzle piece has straight sides, and the hole you want to fill has side which are curved. Can you find a puzzle piece with curved sides to fit the puzzle?

Findings	Interpretations	Activities
2. Six year old children exhibited more successful problem solving behavior when important features of the task were highlighted and other information eliminated.	2. Children need to have the task as their major focus of attention, with words and actions from others also focused on the task.	2. Call attention to specific attributes of toys and materials Familiarize children with concepts and relationships (up, down; more, less; heavy, light; curved, straight; inside, outside; colors, shapes, etc.) Point out similarities and differences between objects and sounds (auditory, tactile, and visual discrimination); e.g., encourage children to find pictures which are alike; find one which is different. encourage children to verbalize why they've done things - reasons for grouping, building in a particular way, etc. listen for and identify words which start alike and end alike help children learn to listen and follow directions (first one, then two, then a series)

Findings	Interpretation	Activities
3. Mothers of 'well-controlled' subjects tended to avoid communication with children, felt children had few rights of privacy, and should be obedient and act grown up. Mothers of 'curious' subjects tended to hold opposite views.	3. Children are greatly influenced by the attitudes of their mothers and by how much their mothers need to control them or encourage curiosity and exploration.	3. Explain to mothers the importance of exploratory behavior for their children's intellectual development as well as the need to set some limits to behavior. Encourage and reward children for their play activities - trying new things, putting objects together in unique ways. Encourage children to find their own answers through exploration (cause & effect, etc.)

Findings	Interpretations	Activities
4. Pre-school children trained by their mothers or teachers (training focused on language and interpersonal thinking skills) improved in interpersonal problem solving skills. There were no difference in skill development between mother-trained and teacher-trained children, but children trained by either teacher or mother improved more than those never trained. Children trained by teachers and mothers also improved in school behavior.	4. The actions of mothers and teachers definitely impact on the problem solving behaviors of their children. These skills can be learned by parents and teachers, and they can use these skills to enhance the problem solving behavior of their children.	4. Prepare or request parent program personnel training sessions to increase problem solving skills of young children. Point out ways to make learning experiences out of ordinary household happenings and day to day activities in the program. Encourage the sharing of experiences relating to problem solving skills among parents and programs personnel.
5. Pre-school, first and third grade children were shown an object and asked to judge whether several other objects were the same as or different from the first object. The objects actually differed on from one to four dimensions: form, orientation, size, and brightness. Most of the pre-school and first grade children based their judgements on a single dimension of difference while the children in the third grade made their determinations based on more dimensions.	5. There are age related differences in the number of dimensions children can utilize in comparing objects. Younger children are limited in the number of characteristics they can cope with at one time. As the child gets older and has more experience with objects, he or she can handle more dimensions at one time.	5. Provide children with a variety of materials Encourage them to talk about what they are doing with the materials Encourage them to learn through their senses: touch, sight, hearing, smell, taste. Teach the children the concepts: same, different; big, little; round, square triangle; up, down, tipped. Recognize that some behaviors occur when the child is older or has more experience...be patient and don't push the child beyond his or her limits.

A. Problem Solving

1. Hess, Robert; Shipman, Virginia et al. "Mother-Child Interaction" in Readings in Research in Developmental Psychology. Ira Gordon (Ed.) (1971) 177-197

2. Nadler, Barbara. "Effects of Varying Stimulus Characteristics on the Logical Problem Solving Behavior of Normal Six Year Olds and Educable Retarded Adolescents". Doctoral Dissertation. Rutgers University.

3. Walsh, Richard P. "Parental Rejecting Attitudes and Control in Children". Journal of Clinical Psychology. 1968. 24(2) pps. 185-186

4. Miller, Asenath A. and Starzek, James J. "The Development of Multi-dimensional Classification in Children". Paper presented at Mid-West Psychological Association; Chicago, Illinois. May, 1974.

5. Shure, Myrna B and Spivak, George. "Training Mothers to Help Children Solve Real Life Problems". Paper presented at Society for Research in Child Development; Denver, Colorado; April, 1975

B. Language

Findings	Interpretations	Activities
1. Mothers who were more explaining in discipline situations had children who were more advanced in their speech development.	1. Children need to hear language in a variety of situations to advance their speech development. They are able to acquire speech learning even in situations of relatively high emotion.	1. Verbalize to children what you are doing and the reasons behind your actions in a wide variety of situations. Use new words in sentences. Tell children the meanings of new words you use, even in desciption situations. Have children tell you a story about their pictures or projects and their feelings in various situations. Write down their stories so that children can repeat them (and associate printed with spoken words.).
2. A three month program designed to stimulate verbal interaction between mothers and their three year old children through the medium of children's books (a book distribution program administered by paraprofessionals) was evaluated. Mothers in the experimental group borrowed the books and read to their own children. The verbal skills of the children improved more than those of the control(placebo) group.	2. Children can add to their own language ability when they hear words through stories. Their verbal skills can be enhanced by hearing their mother as she reads to them.	2. Encourage mothers to read to young children. Encourage mothers to discuss stress, events and pictures with young children. Program personnel should work with individual or small groups of children. Discuss activities, happenings, etc. Plan future activities. Encourage positive adult-child interaction so that children will want to share verbally with adults.
3. Comprehension of spoken language was facilitated by increased age, reduced sentence difficulty, and reduced speaking rate.	3. Adults need to adjust their spoken language to the age and ability of the child.	3. Keep the child's general developmental level in mind when you speak. Use a limited number of new words in conversations. Tell children meanings of new words. Keep sentence structure simple.

B. Language (2)

Findings	Interpretation	Activities
4. Young children may limit the complexity of their linguistic environment through comprehension feedback.	4. Young children let adults know by their responses if they do or do not understand what is being said. Adults respond by using shorter and simpler sentences to increase the comprehension of young children.	4. Watch for signals from the young children to determine if they comprehend what you are saying. Ask them if they understand. Change your sentences to shorter and simpler ones, using only the essential words. As children grow older, increase the complexity of your sentences and vocabulary
5. Young children often only understand part of a word's full meaning. Children may mask the limits of their verbal comprehension by guessing meaning from the situation in which a word is used.	5. The fact that a child uses a word does not necessarily mean that he comprehends its meaning, or its use in the English language. Also, the fact that a child uses a word incorrectly, or in incorrect form does not mean lack of comprehension.	5. Listen to the child when he speaks. Note how he uses words. When a child uses a word incorrectly, don't reproach him or correct him. Repeat his sentence or phrase, emphasizing the correct word usage or sentence structure. Encourage children to be clear about what they mean. When you are not sure, ask the child to explain what he means. When children have difficulty expressing their thoughts, try to structure them with probing questions: What else did it lool like? What did you do then?
6. Observation indication that young children do imitate the language of their peers with some frequency. However, they imitate adults much more frequently. Imitation of adult verbalizations increased with age, and peer imitation decreased.	6. Children need to hear language from both adults and their peers. They benefit from adult models more than pper models	6. Give children ample opportunities for conversations with adults and peers Speak slowly and clearly when talking to children

B. Language

1. Koenig, Frederick; Sulzer, Jefferson L; Hansche, Wesley J. "Mother's Mode of Discipline and Child's Verbal Ability". Child Study Journal. Vol. 2 #1. 1971 pps. 19-22.

2. Boroughs, Mary-Clare Mulligan. "The Stimulation of Verbal Behavior in Culturally Disadvantaged 3 year olds through a Program of Mother-Child Interaction at Home Using Children's Books." DoctoraDissertation. Michigan State University.

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4. Hamilton, M.L. and Stewart, D.M. "Peer Models and Language Acquisition". Merrill Palmer Quarterly. 1977. Vol. 23 (1) pps. 45-55.

5. Weikart, David P. The Language Training Curriculum. High/Scope Educational Research Foundation. Ypsilanti, Michigan 1970.

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C. Self Concept

Findings	Interpretation	Activities
1. The self concept of parents and children can be improved through short self-concept enhancement programs.	1. A person's self concept is not a 'set' or 'fixed ' trait. It can be influenced by activities the person performs (whether he or she succeeds or fails; sees the activities as easy or difficult; important or non-important), or interactions with other people (whether they like or dislike him or her; reward or punish; and whether he or she perceives them as important or non-important; powerful or weak).	1. Show that you value both children and parents: listen when they speak follow up on their suggestions help them to realize their value as people (as a mother, father, son, daughter, sibling, friend, etc.) use sincere praise for their accomplishments and good qualities watch as they perform tasks...give them feedback and encouragement allow and encourage their help with <u>useful</u> tasks ...show your appreciati For parents: reinforce their value as parents note the ways they work with and help their children provide opportunities for them to learn child rearing skills encourage their questions and comments For children: Reinforce their value as children demonstrate appreciation and approval young children respond to more physical showings of approval..a hug or a pat, whereas for older children, a kind word or a smile may be enough.

Findings	Interpretation	Activities
2. A significant relationship was found between the self concept of pre-school children and the self concept of their mother.	2. Children identify with their parents, especially their mothers. Those children who view their mothers in a positive light (see them as successful in the things that they do, see them as liked and respected by other people) will also view themselves positively.	2. Let children see that you (program personnel) like and value their parents. seek parents out and share information about the day in school refer to conversations previously held with parents ("When I spoke to your mother yesterday...") let children know that their parents are welcome into the classroom make children aware of the contribution that their parents have made to the center and the program: "John's mother and Susie's father built that bookcase." "Randy's mother fixed the tricycles over the weekend."

C. Self Concept (3)

Findings	Interpretations	Activities
3. Self concept is related to achievement	3. Children who have positive self-concepts, that is, who think well of themselves, are usually more willing to try new things, and generally succeed with more of the things that they attempt.	3. Help children develop positive self-concepts through classroom structure and activities: label each child's cubby with his/her name and pictures (help them recognize themselves and others) use children's names in songs, finger-plays, etc. Use descriptors (Larry in his blue shirt, Sally's green socks, Jason's blond hair, Joey's green eyes). provide mirrors around the room, full length, if possible make drawings (outline) or silhouettes of children. Let them paint or color them.
	compliment the children's independent, grown=up behavior	allow time for 1-1 interaction on a frequent basis use sincere praise for children's accomplishments and their good qualitie

C. Self Concept ((4)

Findings	Interpretations	Activities
4. Young children are very receptive to images conveyed in books. Seeing negative images or no images of groups of people with whom they identify (racial, ethnic, or gender groups) will cause children to have negative feelings about themselves.	4. The kinds of books and pictures kept around the room, as well as movies and filmstrips shown, impact on the children's developing sense of self and identification with groups.	4. Ensure that all library books, films, and other media portray men and women, all ethnic and racial groups in positive light. preview books and other media before putting them out for the children note portrayal of physical characteristics, language usage, family structure, sex role stereotypes Provide role playing opportunities - allow children to 'try' different identities; e.g. adults, different cultural groups, job, roles, etc.

C. Self-Concept

1. Landry, Richard; Schilson, Elizabeth; Pardew, E. Michelle. "Self-Concept Enhancement in a Pre-School Program". Journal of Experimental Education. Summer, 1974. Vol 42(4). pps. 39-43.

Strom, Robert and Greathouse, Betty. "Play and Maternal Self Concept". Theory Into Practice. Oct. 1974. Vol 13 (4). pps. 297-301.

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2. Davids, Anthony. "Self Concept and Mother Concept in Black and White Pre-School Children". Child Psychiatry and Human Development. Fall 1973. Vol. 4(1). pps. 30-43.

3. Ozehosky, Richard J. and Clark, Edward T. "Children's Self-Concept and Kindergarten Achievement". Journal of Psychology. 1970. Vol 75(2). pps. 192-195.

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(1) How do I manage the rest of the class when I'm working with an individual child

Findings	Interpretation	Activities
1. Individual and unsupervised children's behavior can be influenced by:		
A. modeling behavior of classroom personnel and peers	**A.** Children look to classroom personnel as people who do things correctly	**A.** Classroom personnel call child's attention to what they are doing--"Watch me. Look at how I wipe my brushes"; "See how I stack all the long blocks together", "I'm wetting the table with the sponge before I put the fingerpaint on it "
	Children observe adult reactions to other children's behavior	Classroom personnel react to particularly desirable behavior of other children. They do this so it can be viewed and heard by all the children
B. being positively reinforced for behavior, especially when the reinforcement comes from a person with whom the children have an intense relationship	**B.** Children seek reassurance and approval to continue their efforts	**B.** Classroom personnel praise efforts and completion of tasks
	Children need reassurance from others they like and see as competent	Classroom personnel praise with clear words and definite identification that behavior which is being praised
		Classroom personnel identify which children are particularly receptive to praise from specific classroom personnel encourage the praise
C. establishing individual	**C.** Children enjoy achievement of their own goals	**C.** Classroom personnel checks with children to determine if they understand the individual goal (task), need help in achieving it, need encouragement and praise to achieve the goal, and/or need to have the task broken down into smaller steps, each one of which would be rewarded (This is done through conversation and observation)

(1) How do I manage the rest of the class when I'm working with an individual child (p.2)

Findings	Interpretation	Activities
D. establishing group goals	D. Children increasingly are able to enjoy achievement of group goals	D. Explain each child's role and contribution to the group goal Encourage children to reward each other as they work toward the group goal. Classroom ersonnel act as models
E. arranging space to encourage pro-social, task oriented behavior (See treatment of Question (21)	E. Organization of space sets limits to behavior Set up of organized space influences children's ability to work independently, in small groups, and increasingly, unsupervised	E. Break up large areas of space Separate and enclose work areas as much as possible Limit the number of toys and materials available to suit the level of the children Have duplicate toys available for children who find it difficult to share Arrange toys and materials so that children can see what they are and can get them for themselves Provide quiet places for children who need to be alone

(1) How do I manage the rest of the class when I'm working with an individual child (p.3)

Findings	Interpretation	Activities
2. Emphasizing, in discussions, the effects of a child's behavior on others, is associated with increased concern for others	2. Children are increasingly able to discuss their behavior, the behavior of others, and cause and effect relationships	2. Discuss with children cause and effect relationships e.g. blocks will fall when kicked Talk about figures in stories and how their behaviors affect others(cause-effect)
	Children increasingly develop the ability to empathize with others	Discuss cause-effect relationships of children's behavior Show pictures of children expressing different emotions Have children talk about different emotions and act them out Tell stories and ask how the people in the stories feel, and how that makes the children feel Use actual classroom events - when a child falls, someone's blocks are kicked over, or someone has a birthday party. Give children an opportunity to think about how others feel and how they themselves feel in response (empathy)

(1) How do I manage the rest of the class when I'm working with an individual child?

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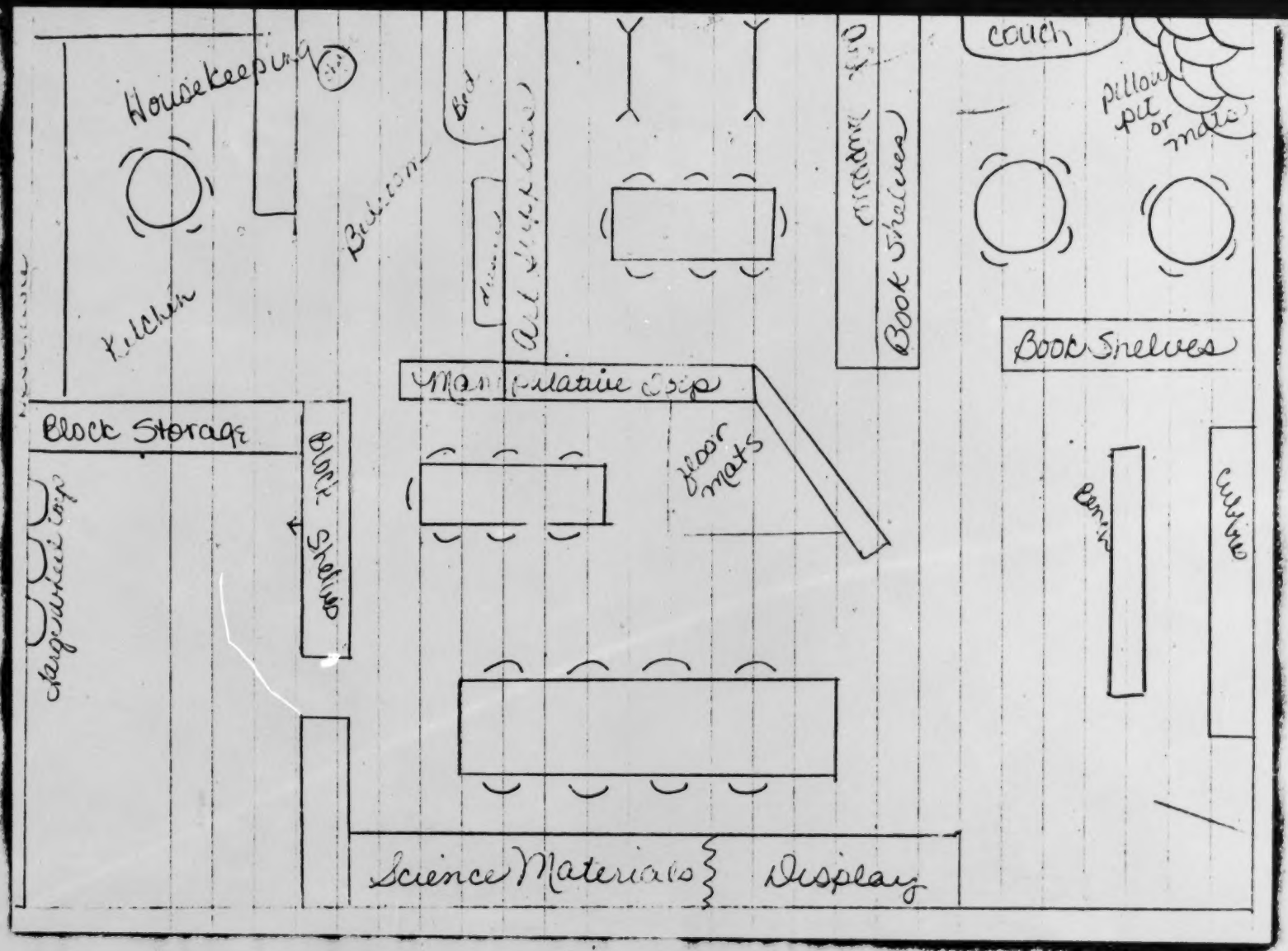
2. Fesback, N.D. "Empathy: An Interpersonal Process" in Social Understanding in Children and Adults: Perspectives on Social Cognition . W.W. Hartup (Ed.)
presented at APA meeting, Montreal, Canada, 1973

(2) Does room arrangement impact on classroom behavior? If so, how?

Findings	Interpretation	Activities
1. Children's behavior is affected by classroom population density. As the room gets more crowded, aggressive behaviors increase. Beyond a certain point, social behaviors, both social and aggressive, decrease and children appear to isolate themselves, to wander around the classroom and to be onlookers, and to display difficulty sticking to a task.	1. Children need to have space to maintain their identity Children are not able to remain indifferent to noise and other distractions around them	1. Ensure adequate space in classroom (Head Start Performance Standards require 35 sq.ft. indoor space per child) Break up large areas of space into functional interest areas Enclose areas on three sides, if possible Try to keep noisier areas of the room together - Block corner, Housekeeping area, etc. *For younger children, keep room arrangement constant *Limit the number of choices to be made. Put fewer toys and materials on shelves *Try to exhibit duplicates of toys and materials (even at the expense of variety) see attached room plans * Pertains to children 3 and under


Housekeeping
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Block Storage
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Science Materials
Display
Book Shelves
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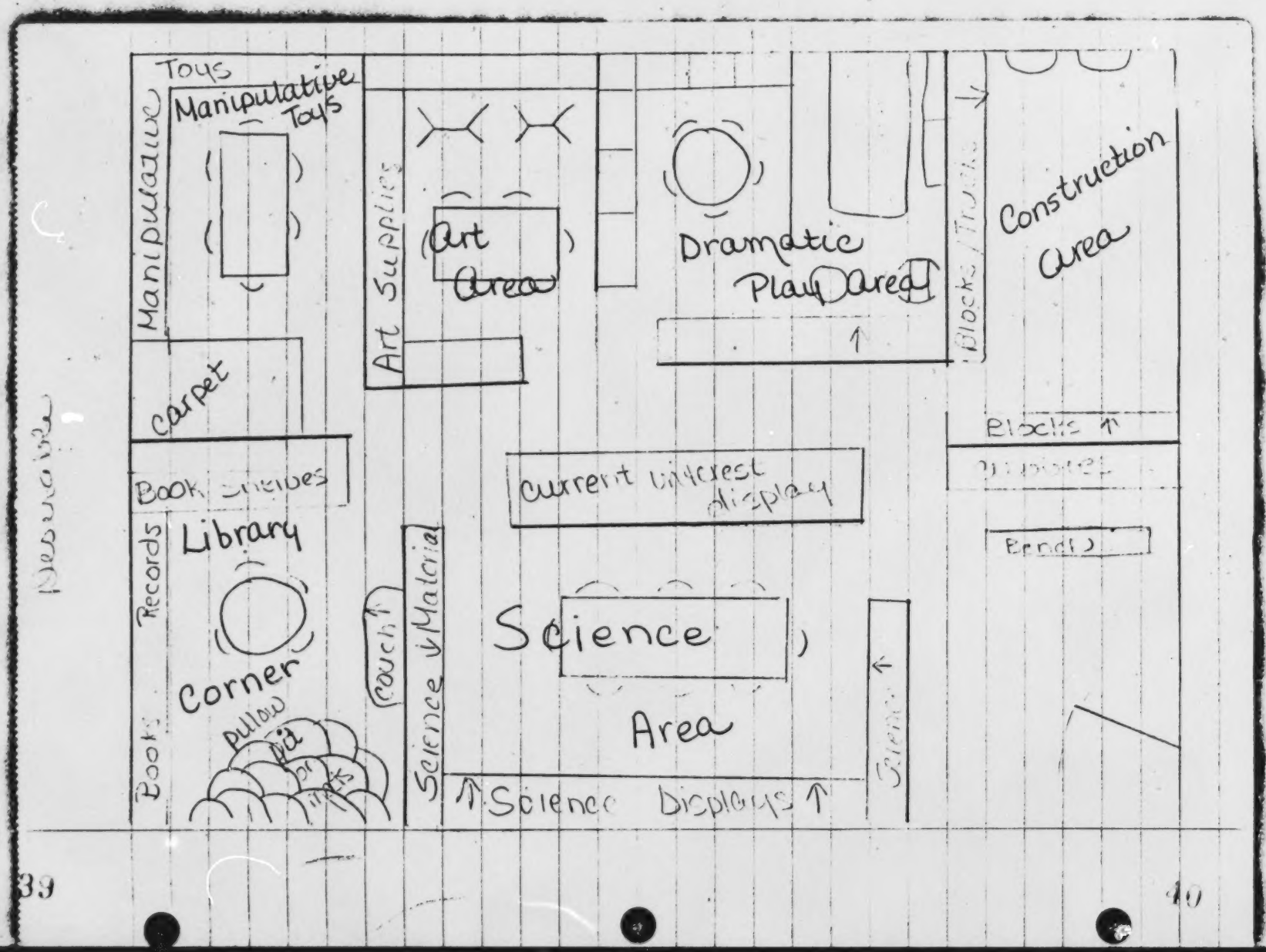
couch
pillow pet or mats
floor mats


Toys
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Art Supplies
Art Area
Dramatic Play Area
Blocks / Trucks
Construction Area
Carpet
Book Shelves
Library
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Science Displays
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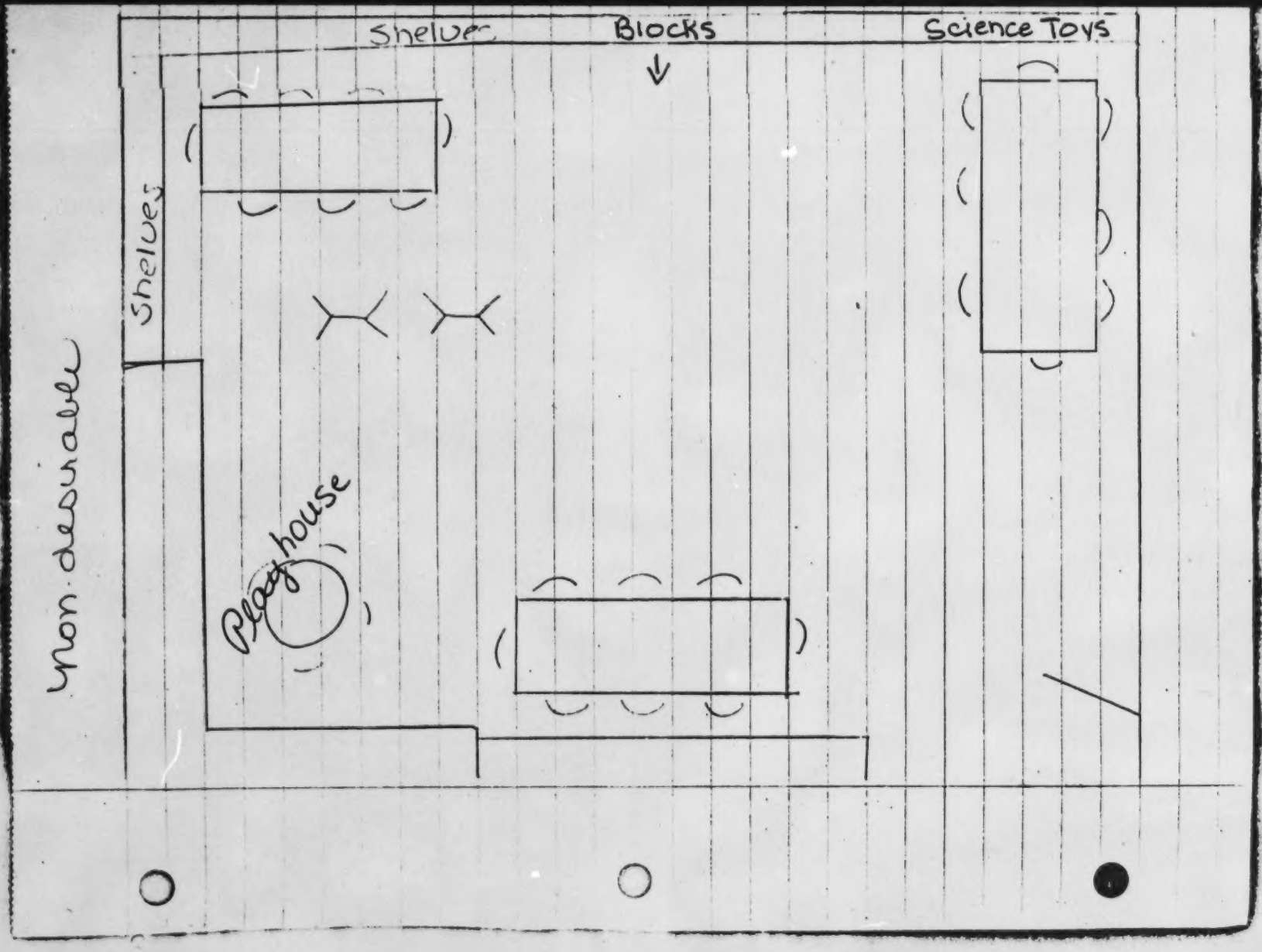
Resource


Shelves
Blocks
Science Toys
Shelves
Playhouse
non-desirable

(2) Does room arrangement impact on classroom behavior? If so, how? (p.2)

Findings	Interpretation	Activities
2. The arrangement of classroom furniture affects children's behaviors: attending to tasks vs. wandering behavior initiating conversations vs. solitary behavior amount of aggression noise level of room interaction with classroom personnel	2. Children need to feel secure boundaries around them as they work and play Children need to know what can be done in different parts of the room Children need to be able to see and have close to them from time to time, classroom personnel, particularly those who are especially important to them	2. Enclose play areas as much as possible with toy shelves, room dividers, etc. Encourage children to use their toys and materials in appropriate areas Store similar materials near each other Label places where toys and materials are kept. (Pictures for younger children, later, pictures and words) Make certain that room dividers are low so that the children can look up and see the teacher's whereabouts, if necessary.
3. Display of and access to materials and toys will impact on the children's behavior self sufficiency (independence) amount of aggression task involvement	3. Children need to be able to see and be able to reach materials and toys Children need to understand what is theirs, what must be shared, what the rules of use are, what is disposable, etc.	3. Display materials so that children can see what they are. If it is necessary to store small pieces in a large bin, attach a picture of the material (often a cut-out from the box) Organize the room and shelves so that children can secure wanted materials by themselves Label containers and places on shelves with pictures so that children can put toys away in proper places when finished. (Children can practice matching skills, one to one correspondance, etc.) Store toys and materials neatly and encourage children to do the same

(2) Does room arrangement impact on classroom behavior? If so, how?

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Hutt and Vaizey. "Differential Effects of Group Density in Social Behavior". Nature. Vol. 209. March 26, 1966. pps. 1371-1372.

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2,3 Associates for Renewal in Education. The Effects on Children of the Organization and the Design of the Day Care Physical Environment -- Appropriateness of the Federal Inter-Agency Day Care Requirements. Final Report. Washington, D.C. 1976

(3) What do children learn by playing? How does this happen? What kinds of activities, toys, equipment enhance this learning process?

Findings	Interpretation	Activities
1. Play contributes to learning about objects, their functions and their relationships. Play also contributes to learning about how the body functions	1. Play gives children opportunities to explore the many qualities of their playthings. They see the colors and shapes, feel the weights and textures. They learn the characteristics of objects; their capabilities and limitations; by actually manipulating them -- dropping them and seeing whether they bounce, roll, or break; piling them and seeing how high they can go; pouring water and sand into objects, seeing if they hold or drop the material	1. Provide a wide variety of toys and materials for children to work with... Make certain that there are toys and materials which encourage many types of learning and development (See attached: Play Activities)
2. Play is an indespensible step in children's cognitive development	2. Play bridges the gap between sensory motor (sensory) experience and the emergence of symbolic thought. Through play, the child learns about the reality of the world around him/her	2. Encourage the child to manipulate and work with different objects Call attention to different qualities... Label the color "You're holding a red block' texture, "I'll bet that Burlap feels rough on your hand....Now try the velvet....It feels smooth" Help the child to see relationships between the toys and materials. Encourage him/her to verbalize thoughts and feelings Help children to understand that there are many ways of symbolizing -- pictures, letters, numbers, etc

(3) Play - Activities Refer to 1 - Activities Above

Large Muscle - Gross Motor Development

Blocks	Large Cars	Portable Gym or outdoor climbing equipment
Large Trucks	Workbench with tools	Obstacle course equipment

Using these kinds of equipment, children learn the relationships of objects (heavy, light, larger, smaller, in front of, behind, on top of, beneath, over, under, around and through). They also gets an opportunity to learn about their own body and its abilities: climbing, swinging, lifting, balancing.

Small Muscle - Fine Motor Development

Lego	Lincoln Logs	Peg Boards	Small Hammer/Nails	Form Boards	Nesting Boxes
Tinker Toys	Puzzles	Lotto	Buttons	Stacking Rings	

Using these kinds of materials, children work with their hands, learning many basic concepts: classification, seriation, likeness and difference, balance. Children are able to see relationships between colors, shapes, sizes, forms. They use their fingers to move the pieces.

Creative Art

Crayons	paper-drawing	magazines	wall paper	macaroni - assorted shapes and sizes
Paint-tempera, finger	colored	styrofoam	carpet pieces	
	tissue	playdough	material-variety	
scissors	cardboard	clay	pipe cleaners	
paste	magic markers	string		

Using these materials, children use their hands to combine materials and create. They touch many different items and compare and contrast the feelings: the stickiness of the paste, the weight of the clay, the softness of the velvet. They learn to put items together so as to please themselves.

Dramatic Play

old clothes	child sized furniture-	dolls	hard hats	doctor's bags
carriage	sink, refrigerator	cash register	construction tools	
	table/chairs, doll-bed	puppet theater	stethoscopes	

Role playing is an important aspect of the dramatic play area. Children of both sexes can experiment with 'what would it be like' play, and work out some of their fears, misunderstandings, as well as their wishes. They can also learn expected behavior.

(3) What do children learn by playing? How does this happen? What kinds of activities, toys, equipment enhance this learning process? (p.2)

Findings	Interpretation	Activities
3. The play of young children relies more on actual sensory manipulation of objects, while the play of older children is more involved with manipulation of symbols (letters, numbers, dramatic roles), and interactions with other children	3. Play reflects the developmental sequences and characteristics of all children.	3. Help children to move from the real to the representative. Help children move from the picture symbols to the word symbols.

(3) What do children learn by playing? How does this happen? What kinds of activities, toys, equipment enhance this learning process?

1. Sutton-Smith, Brian. "The Role of Play in Cognitive Development". in Child's Play. Herren, R.E. and Sutton-Smith, B. (eds.) John Wiley and Sons, Inc. New York 1971.

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(4) How do I identify the strengths and weaknesses of individual children? What do I look for to establish a profile of the child?

Findings	Interpretation	Activities
1. Development is sequential and in a predictable direction for all children, but children progress at different rates.	**1. Though the overall sequence of development is pre-determined, children will vary in the way they progress through their development. Some children will move to a given plateau more quickly than others. Some children may make slower progress, and then catch up and move ahead very quickly. Children whose development appear to be very different may very well each be normal.**	**1. Be aware of normal sequences of development.** Make notes about where the child is developmentally. See attached charts
2. Strengths and weaknesses can be determined by using the average range established for chronological age for motor development, fine motor development and eye-hand coordination, language, communication and social development	**2. Classroom personnel need to know the** average range of development and behavior for chronological age, and to recognize what is below or above the average range.	Make notes about the child's strengths and weaknesses. See attached charts

refer to (1) and (2) above

MOTOR DEVELOPMENT

Birth - 18 months	18 months - 3 years	3 years - 5 years
gets up to sitting position	builds tower of four blocks	alternates feet walking down stairs
sits without support	walks upstairs...one at a time	balances on one foot for five seconds
walks holding on	jumps in place	hops on one foot
stands alone	throws overhand	catches bounced ball
stacks two blocks	builds a bridge of three blocks	builds steps of six blocks
walks alone	balances on one foot for one second	
walks backward	runs	
bends down and picks up object	pedals a tricycle	
	kicks a ball	
	uses slide	
	walks across a board placed on floor	
	walks up and down steps with help or holding onto rail..not alternating feet	

From:
Boyd Developmental Progress Scale in Developmental and Learning Disabilities: Evaluation, Management and Prevention in Children. John H. Meier. University Park Press. Baltimore, Maryland. 1976. p.46-47

and

Dmitriev, Valentine. "Motor and Cognitive Development in Early Education". Behavior of Exceptional Children. Norris Haring (Ed.) Bell and Howell. 1974. pps. 85-89.

PERSONAL - SOCIAL DEVELOPMENT

Birth - 18 months	18 months - 3 years	3 years - 5 years
occupies self, unattended	puts on some clothing	feeds - cuts with fork
feeds self a cracker	feeds - uses fork to spear	cares for self at toilet
drinks from a cup with help	washes, dries own hands	dresses without help
feeds - scoops with spoon or fork	gets own drink	brushes own teeth
chews food		washes own face
drinks without help		buttons- correct and complete
opens closed doors		
removes clothing		

From:
Boyd Developmental Progress Scale in Developmental and Learning Disabilities: Evaluation, Management and Prevention in Children. John Meier. University Park Press. Baltimore, Maryland. 1976. pps. 46-47
and
Dmitriev, Valentine. "Motor and Cognitive Development in Early Education". Behavior of Exceptional Children. Norris Haring (Ed.) Bell and Howell. 1974. pps. 85-91.

FINE MOTOR DEVELOPMENT - EYE HAND COORDINATION

Birth - 18 months	18 months - 3 years	3 years - 5 years
follows objects with eyes	copies line	cuts along a simple outline
rolls body over	cuts with scissors	draws a man with four parts
reaches for objects	puts pegs in board	paints at easel
grasps objects	does a one to three piece puzzle	pastes
transfers objects from one hand to the other	works a multiple shape board	strings beads
pincer grasp - thumb & index finger	puts rings on a stick	copies geometric designs (circle, cross, square, triangle)
scribbles	copies a circle	uses crayons and pencils to scribble
claps hands		does puzzles
		matches, recognizes, sorts & names colors
		matches, recognizes, sorts & names shapes
		knows and points to body parts
		imitates motor behavior

From:
Boyd Developmental Progress Scale in Developmental and Learning Disabilities: Evaluation, Management and Prevention in Children. John H. Meier. University Park Press. Baltimore, Md. 1976. pps. 46-47

and

Dmitriev, Valentine. "Motor and Cognitive Development in Early Education". Behavior of Exceptional Children Norris Haring (Ed.) Bell and Howell. 1974. pps. 77-78

LANGUAGE, COMMUNICATION

Birth - 18 months	18 months - 3 years	3 years - 5 years
responds to bell	imitates speech sounds	comprehends cold, tired, hungry
babbles	combines words	comprehends prepositions - on, under, front, back
follows person visually	brings objects on request	tells age
smiles	parallel play	can do simple analogies - opposites, etc.
says ma-ma, da-da	uses plurals	
turns to voice	gives full name	
imitates sounds	follows simple directions	
responds to no-no, bye-bye	points to named body parts	
uses 3to5 words	points to pictures	
indicates specific wants	cooperative play	
solitary play		

From:
Boyd Developmental Progress Scale in Developmental and Learning Disabilities: Evaluation, Management, and Prevention in Children. John H. Meier. University Park Press. Baltimore, Maryland. 1976. pps. 46-47
and
Dmitriev, Valentine. "Motor and Cognitive Development in Early Education". Behavior of Exceptional Children. Norris Haring (Ed.) Bell and Howell. 1974. pps. 77-78.

(4) How do I identify the strengths and weaknesses of individual children? What do I look for to establish a profile of the child?

Findings	Interpretations	Activities
3. Repeated observation of children's behavior helps classroom personnel to recognize strengths and weaknesses in development and performance.	**3. Children's behavior depends on many things: their general developmental level; the physical setting; the way they feel at the moment (tired, hungry, tense, angry); whom they are with (adults, younger children, quiet children, aggressive children); etc. To get a full picture of the child, it is necessary to observe the child in many situations and doing many things.**	**3. Observe the child in many different situations** with a variety of materials with different children in open ended as well as structured tasks verbal behavior problem solving behavior in social interactions working alone adjusting to new situations **Observe not only what the child does, but how he does it** **Discuss the child with other people who know him/her** **parents** **former teachers** **center personnel** **doctors** **relatives** **Learn as much as possible about the child's home environment** **physical** **social** **what types of expectations do parents have for the child**

(4) How do I identify the strengths and weaknesses of individual children? What do I look for to establish a profile of the child?

1. Dmitriev, Valentine. "Motor and Cognitive Development in Early Education," Behavior of Exceptional Children. Norris Haring, (Ed.) Bell and Howell. 1964. 69-107

2. Smith, Robert and Neisworth, John. The Exceptional Child: A Functional Approach. McGraw-Hill. 1975. p. 67.

3. Meier, John H. Developmental and Learning Disabilities: Evaluation, Management and Prevention in Children. University Park Press. Baltimore, Maryland. 1976. p 38.

(5) Once I identify these strengths and weaknesses, how do I use this information to plan for the individual child and for the class as a whole?

Findings	Interpretation	Activities
1. Working on weaknesses and ignoring strengths does not overcome the weaknesses as fast as using the strengths to help in overcoming the weaknesses	1. The child is a dynamic whole and can learn best when the whole child is part of learning. Strengths are the cutting edge of development and can be used to help weaknesses	1. Have the child do things that reflect his or her strengths first, then begin using the strengths to help in a weaker area. For example, if the child learns better through hearing than seeing, have him or her hear what is being seen
2. Toys and materials can be matched to the child's strengths and weaknesses to enhance the strengths and correct the weaknesses.	2. Children learn and develop by interacting with materials and toys which enhance their strengths and correct their weaknesses	2. Select toys and materials that are appropriate for the strengths and weaknesse of a child. Use the toys and materials for the strengths as a basis for correcting the weaknesses. Let the child work in a strong area, then work in a weak area, and go back to a strong area.
3. Continuous observation of children by classroom personnel to note progress in correcting weaknesses and enhancing strengths is most effective when appropriate changes in toys and materials are made.	3. Observation is necessary to insure desired development of children, and appropriate use of materials and toys	3. Design charts of strengths and weaknesses in the children's development. Observe changes in both and select appropriate toys and materials for the new pattern of strengths and weaknesses. Use sequences of development and the average range established for chronological age as a guide for activities.

(5) Once I identify these strengths and weaknesses, how do I use this information to plan for the individual child and for the class as a whole?

2. Baumeister, Alfred and Luszcz, Mary. "A Within Subjects Analysis of Free Recall With Preschool Children", Child Development. Sept. 1976. Vol 4 #3. 729-736.

(6) How can I encourage pro-social, cooperative verbal behavior, and eliminate some of the negative-aggressive, anti-social behavior?

Findings	Interpretation	Activities
1. Punishment for inappropriate behavior plus reward for alternative behavior is more effective than punishment alone. Encouragement of appropriate behavior, not only praise, is effective.	1. Children need to see that desired behavior is encouraged and rewarded, and undesired behavior is ignored or punished.	1. Use time-out or other discipline for inappropriate behaviors, while reinforcing the child for positive behaviors.
2. Children rewarded for aggression or witnessing others rewarded for aggression are more likely to behave aggressively.	2. Children rely on important people in their environment to give them feedback on their behavior and respond to that feedback.	2. Do not allow aggressors to benefit from aggressive acts. Consistently attend to and reward cooperative behaviors. Give feedback to children about their behavior. Expect appropriate, pro-social behavior from children, and communicate your expectations.
3. Children consistently reinforced for cooperative behavior are likely to increase cooperative interactions while decreasing aggressive (non-rewarded) behavior.	3. Children can change their behavior and act in a more mature way if the desired behavior is rewarded in a consistent and reliable way.	3. Make available alternative activities and reward the child for acceptable substitutions.
4. Granting autonomy facilitate competent behaviors more; structuring somewhat less; interrupting of coercing behavior inhibites competence most. Praise is the most facilitating form of feedback; corrective information and structuring without feedback are least facilitating. Clearly specific clues, either verbal or non-verbal, facilitate competence more than vague clues.	4. Children increasingly learn to work on their own when they are given opportunities to do so, and are rewarded or praised for successfully doing so. Children need clues to the appropriateness of their behavior as they are engaged in a task.	4. Give children opportunities to work on their own but with praise and feedback from program personnel. Permit children to complete tasks without interruption. Provide minimal structure for tasks and observe where and where it is useful or obstructing to children's behavior. Be specific in giving instructions and feedback.

(7) Taking individual differences in ability, temperament, etc., into account, I should allow each child to work and respond at his/her own level, and in accord with his/her own interests. How do I justify having different expectations for different children?

Findings	Interpretation	Activities
1. Individual differences occur in abilities, motivations, temperament, and likes and dislikes. These differences exist at birth and continue throughout the lifespan, with differences increasing over time.	1. Differences among children are normal and to be expected. These differences will concern: activities children prefer ways they tackle given tasks ways they react to new situations, activities, or people (enthusiasm or anxiety) amount of effort it takes to distract them	1. Provide a wide range of activities in which children may participate Observe children in a wide variety of situations using different parts of their bodies in different types of activities - new & familiar interacting with different people adults, children male, female familiar, strangers Don't limit observations to what children do, note how they do things; who they do them with; what makes them give up an activity, etc. Respect the differences in children and discuss with children how people differ. Use books about different children around the world.
2. Children differ in their needs. These needs differ among children, and within a given child, and change over time.	2. There are differences among children, and the child at four years old will be quite different than he was at two	2. Recognize different needs of children e.g. the need to rest, the need to express, the need to explore, the need to be appreciated, the need to interact, etc.

(7) Taking individual differences in ability, temperament, etc., into account, I should expect each child to work and respond at his/her own level, and in accord with his/her own interests. How do I justify having different expectations for different children?

Findings	Interpretation	Activities
3. Children develop at different rates, according to individual patterns, and continuously.	3. Different children are at different points developmentally, and it is appropriate and necessary to meet each child at his own level.	3. Adapt your actions and reactions to the children's levels Be aware of developmental processes younger children tend to react to more physical encouragement e.g. a hug, sitting on an adult's lap, a pat on the head or shoulder older children are often satisfied with less physical, more abstract encouragement e.g. a smile, a gentle word, visual contact
4. When a child is labelled as different, people hold expectations of that child dependent on the specific label assigned.	4. Children assume that the label given them is correct and act accordingly. When certain types of behavior are expected from children, those types of behavior are often observed, and those behaviors which are not specifically looked for, are ignored.	4. Program personnel should check themselves when working with a child who has been labelled, and make sure they focus on the developing child and not the label.

(7) Taking individual differences in ability, temperament, etc., into account, I should [illegible] each child to work and respond at his /her own level, and in accord with his/her own interests. How do I justify having different expectations for different children?

Findings	Interpretation	Activities
5. When a child is labelled incorrectly (ie. slow or gifted) A. the child may feel guilt or shame if he/she cannot live up to the expectations held for him/her (gifted) B. the child may be bored and become lazy and hostile due to the lack of challenge in his/her assigned tasks (slow)	5. The labels given children frequently influence the types of activities children are encouraged to participate in Children are distressed when their behavior is in conflict with the labels they have been assigned.	5. Use the information you have on children to help you select materials and activities for the children so that they may develop without stigma or emotional conflicts about themselves.

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(7) Taking individual differences in ability, temperament, etc., into account, I should expect each child to work and respond at his/her own level, and in accord with his/her own interests. How do I justify having different expectations for different children?

1. Chess, Stella. "Temperament and Learning Ability of School Children", in Annual Progress in Child
2. Psychiatry and Child Development 1969. Stella Chess and Alexander Thomas (eds.) Bruner/Mazel
3. Publishers. New York. 1969. 125-136.

Korner, Anneliese. "Individual Differences at Birth: Implications for Early Experience and Later Development", American Journal of Orthopsychiatry. July 1971. Vol. 41 #4. pps. 609-619.

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4. Foster, Glen G; Ysseldyke, James E., and Reese, James H. "I Wouldn't Have Seen It If I Hadn't Believed It", Exceptional Children. Vol. 41. #7. 1975. pp . 469-473.

(8) How do I help parents accept their children as they are (in terms of interests, temperament, abilities, etc.) rather than as parents feel they should be? How do I help them (parents) stress the positive, accepting reality, rather than looking for the ideal in their children?

Findings	Interpretation	Activities
1. Unrealistic expectations of parents result in tension, guilt, anxiety, and fear of failure on the part of their children.	1. The self-concept of the child is shaped to a large extent by the expectations of the parents. The child wants to live up to the expectations of the parents.	1. Learn as much as possible about each child as an individual observe him/her doing different things observe him/her interacting with different people observe how he/she tackles problems—what type of clues does he/she follow visual auditory structural context talk to others who know him/her and observe him/her in different situatio parents doctors other classroom personnel other center personnel Provide parents with information about thei child which will help them appreciate the strenths & weaknesses & the uniqueness of their child. Help parents react to the child at the appropriate level, don't unnecessarily baby him/her, or demand a style of behavior he/she is incapable of performing.
2. Parental rejection results in mental illness, negative	2. The self-concept of the child is shaped to a large extent about their child which will help them appreciate the strengths and weaknesses and the uniqueness of their child.	2. Teach and encourage parents to be positive in their relationships with their children: be natural and friendly be positive be emphathetic be realistic be a good listener Parents should never reject their children, but may reject certain behaviors; Explain to children the difference.

(3) How do I help parents accept their children as they are (in terms of interests, temp[illegible], abilities, etc.) rather than as parents feel they should be? How do I help them (parents) stress the positive, accepting reality, rather than looking for the ideal in their children? (p.2)

Findings	Interpretation	Activities
3. Parental nurturance or acceptance is associated with a definite cluster of traits: willingness to disclose things about oneself to others expectations that the words, promises, and statements of other people are creditable susceptibility to influence by both adults and peers attention to, seeking information from, and compliance with maternal requests	3. Parents directly influence the development of their children's belifes, attitudes, behavior and their children's expectations and interactions with the adult world.	3. Share with parents, information on the child's progress in many areas --areas in which the child shows strength as well as those in which he shows weakness. Share with parents general information on child development, emphasizing individualit Encourage parents to observe and participat in classroom as well as home activities with the child, so that they become aware of the many areas in which children develop. Observe with parents. Demonstrate to parents how to show acceptance of the child and how to nurture the child. Provide information and opportunities for parents to display behaviors of nurturance and acceptance.

(8) How do I help parents accept their children as they are (in terms of interests, temperament, abilities, etc.) rather than as parents feel they should be? How do I help them (parents) stress the positive, accepting reality rather than looking for the ideal in their children?

Rohner, Ronald P. They Love Me, They Love Me Not. Hraf Press. 1975

(9) How can I help and encourage the parents to work with their own children? What types of activities should I suggest? How can I convince them of the importance of positive parent-child interaction?

Findings	Interpretation	Activities
1. Parents who receive some training in working with their children, benefit, both themselves and their children. Seeing the benefits encourages parents to continue to work with their children.	1. Parents need to understand that they can change their child rearing practices to the benefit of their children and themselves.	1. Provide a model for parents to imitate: A. Communication 1. Be specific in your conversation with children - note color, shape, texture, direction, similarities and differences, etc. 2. Encourage children to be specific, to explain what they mean 3. Look at child when you are speaking to him/her; let him/her know you value him/her B. Affective 1. Establish warm relationships with children 2. Show child you value him/her and his/her work; talk about them specifically: Johnny's red shirt; Susie's pink shorts; the amount of paper covered in Jimmy's picture; how tall Jennifer's blocks arepiled C. Interaction 1. Encourage children to work out solutions to problems their own ways. Help them to consider a number of alternatives. Discuss behavior possibilities: cause and effect: If you do this, what will happen? 2. When the children misbehave, explain their misbehavior. Make the discipline relate to the misbehavior in severity --often an understanding of what they have done and a simple apology are all that are necessary to prevent a repeat of the offending behavior.

(9) How can I help and encourage the parents to work with their own children? What types of activities should I suggest? How can I convince them of the importance of positive parent-child interaction? (p.2)

Findings	Interpretation	Activities
2. Parents who are given materials and activities to use with their children tend to use them to the benefit of the children and themselves.	2. Parents need guidance in the purpose and use of toys and materials to work with their children.	2. Explain to parents what you do in the classroom. Let them understand the kinds of learnings children get from different activities.
3. Parents who see that they are important to the development of their children, that they make a difference, are more likely to become involved.	3. Parents are willing to become involved more with their children if they can see evidence of their involvement in terms of child development.	3. Help parents to understand the importance of parent-child interaction on the child's development: Language Development Problem Solving Behavior Self Esteem General Intellectual Ability Social-Emotional Development Reinforce to parents their value to children and to the Head Start Community Encourage classroom participation Work with them to enhance their roles with their children Encourage parent-teacher get togethers to exchange information; both formal and informal
4. How one teaches the child is more important than what is taught	4. Parents need to understand that the content of what one teaches is not as important as the way one goes about it. The relationship between parent and child, the types of communication are more important.	4. Encourage parents to set with their children when teaching them something; to talk with them; to encourage them to continue at a task; to point out correct and incorrect phases; to help make corrections and reward results.

(9) How can I help and encourage the parents to work with their own children? What types of activities should I suggest? How can I convince them of the importance of positive parent-child interaction?

1. Karnes, Merle, et al. An Approach for Working With Mothers of Disadvantaged Preschool Children. Urbana Institute for Research for Exceptional Children.

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(10) How can I encourage parents to work with me (teamwork) to facilitate the child's development?

Findings	Interpretation	Activities
1. The most important variable influencing parent participation was the size of the center, as indicated by the number of families served. The fewer the families, the greater the level of participation per family.	1. Parents are more likely to participate when they see themselves as a vital part of a small group. When they see themselves as one among many, they are less likely to participate.	1. Make parents feel important. Show respect for their time and ideas. A. Take time to listen to parents with your full attention. If you can't give your attention at the time, ask if the conversation can be continued at a later time. Follow up by a phone call, visit, etc. B. Encourage parent input by implementing practical suggestions. Give credit and appreciation for good ideas. C. When parents volunteer, encourage them to upgrade their skills through meaningful activities: helping with children. D. Make learning experiences out of routine tasks. If parents are asked to mix paints, they may respond better if they understand the value of painting for the developing child. E. Teacher should join parents in the routines- to facilitate conversation and teamwork. If parents see that they are working <u>with</u> the teacher rather than <u>for</u> the teacher, they will be more likely to view their participation positively. Encourage pare ts by being warm to them, and let them know that you want to hear their ideas. Look for strengths and potential contributions in all parents. Recognize skills at all levels, and encourage pride and willingness to share with each other, as well as the children (superordinate goals) Limit parent groups to 20 families and form more of three smaller groups

(10) How can I encourage parents to work with me (teamwork) to facilitate the child's development? (p.2)

Findings	Interpretation	Activities
3. Training of parents and teachers together in behavioral intervention techniques was more effective than training parents alone, training teachers alone, or training neither parents or teachers, in promoting positive change in the center and at home.	2. When parents and teachers work together, sharing ideas and viewpoints, they are more likely to reinforce similar behaviors, expect similar behaviors, communicate more, etc.	2. Invite parents to participate in training sessions jointly with program personnel to learn more about working with the children. Compare notes with the parents on the progress of the children both in the center and at home.

(10) How can I encourage parents to work with me (teamwork) to facilitate the child's development?

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